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ABSTRACT

This guide, developed for counselors and job placement coordinators working with nontraditional students who choose to pursue a course of study not traditionally associated with their sex, presents a schematic discussion of components necessary for nontraditional student job placement services. Guidance and counseling areas raised by students considering nontraditional careers are discussed along with issues to be considered before, during, and after a student enrolls in a program of study. The goals of job development are outlined and ideas for valuable public relations information and supportive materials are provided. A section on job placement centers on the problems of job applications and interviews for nontraditional students. Information on job matching, interview arrangements, and follow-up evaluations is included. The appendix contains various sample forms for resumes, employer and student profiles, and job information. (NRB)

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HELPING THE NONTRADITIONAL STUDENT: COUNSELING, JOB DEVELOPMENT, AND JOB PLACEMENT

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South Carolina Department of Education

1981

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PREFACE

Statistics reveal that it is more difficult to find job placement for a student who pursues a nontraditional (by sex) course of study than one who does not. Many reasons have been cited for this placement difficulty. Some of these are as follows:

1. Employer's, counselor's, or job placement coordinator's lack of experience in working with the nontraditional student.
2. Employer's, counselor's, or job placement coordinator's concern about the skill level of the nontraditional student in comparison to that of the traditional student.
3. Employer's, counselor's, or job placement coordinator's value orientation which makes certain employment roles unacceptable for students of a particular sex.
4. Counselor's or job placement coordinator's lack of sensitivity to the special placement needs of the nontraditional student.

Since placement of the traditional student is a constant challenge in a time of limited job prospects, counselors and job placement coordinators may need additional strategies to help find a job for the hard-to-place student.

This guide presents a schematic discussion of needed components for a program that is designed to solve some of the problems that confront the counselor and job placement coordinator in working with the nontraditional student, from selection of training to placement on the job.

Special thanks is extended to Steve Collins, Marjorie Painter, and Dr. Mildred Rice for their review and critique of this guide.

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GUIDANCE AND COUNSELING

Before Enrollment in a Program

Before students enroll in a program of study, it is presumed that information outlining job placement potential, economic benefits, and other facts about various careers has been provided. There are several means by which this can be done: career fairs, computerized searches, business and industry days, individual or small group counseling, printed materials, and prevocational education. The information that students receive should be complete and straightforward. All significant aspects of the career field should be explored—both positive and negative. Whenever possible, presentations by persons who work in nontraditional jobs should be included. Such presentations should give a description of the job, the training required for the job, and the work atmosphere.

Career Information

An important element in the school curriculum is prevocational education, which can serve to make students aware of options within the vocational education program. An effort should be made to assure that students of both sexes get exposure to all programs, both traditional and nontraditional. While students are enrolled in prevocational education, their experiences can be enhanced by career information pertaining to the vocational education programs also offered by the school or area vocational center. Career exploration and orientation to vocational education should be heightened during this phase of the students' experiences.

Prevocational Education

Before students are permitted to sign up for a vocational education program, there should be an opportunity for them to undergo self-examination, especially interest assessment. They should also be encouraged to share their thoughts and the assessment results with their parents. There are numerous ways in which an interest assessment can be made, including the Career Planning Program, Ohio Vocational Interest Survey, Kuder Preference Test, Strong Vocational Interest Blank, and counselor interviews.

Student Self-Examination

Some interest inventories use different norm scales for males and females. The result is that if, for example, a male and female exhibit like characteristics in the medical field, the female could be encouraged to consider becoming a nurse, while the male could be encouraged to consider becoming a physician. If this is apparent in any interest inventories obtained by the counselor, students should be informed of all of the occupational areas within a cluster. In the above case, both the male and female student should be encouraged to consider the medical field, which includes for both sexes the occupational specialities of nurse, physician, lab technician, anesthesiologist, radiologist, technologist, etc.

Interest Inventories

The personal interview is another useful tool in assessing interest, providing proper interview techniques are used and appropriate questions are asked by the counselor. There are two approaches to the interview—formal and informal. The formal approach is highly structured, with specific questions for which answers are recorded. In this approach, the skill level of the person conducting the interview is minimized, and the information collected is easily processed and documented. The informal approach to the interview is less structured. The interviewer, in this approach, may use leading statements such as, "Tell me about yourself." The interview is student-centered because the student is encouraged to do most of the talking. Skill in processing information and determining proper cues from student conversations is paramount in the informal interview for assessing interest. Usually the informal interview takes longer to conduct; however, students have a better opportunity to reveal information that is pertinent to their career decisions.

Personal Interview

During the assessment process, the counselor should be a facilitator and a provider of information to students. The counselor should be constantly aware of his/her own value orientation and how that might adversely affect the career decisons of students. Being nonjudgmental about the appropriateness of a particular sex for certain careers, but at the same time being informative, should increase the possibility that career choices will agree with the interests and abilities of students rather than conforming to cultural stereotypes.

The Counselor as Facilitator

Group Counseling

Conducting interviews with students can be a time-consuming process for counselors who already feel overburdened with other responsibilities. If even limited interviews cannot be conducted, group counseling is an alternative. In group counseling, the goals should be (1) an introduction to nontraditional career fields; (2) a discussion of economic benefits of certain nontraditional careers; and (3) an assessment of personal interest, using a survey instrument.

Nontraditional Choices

In school districts where courses are assigned according to indicated choice, students who have shown a preference for a nontraditional program should be counseled carefully, using the process previously discussed or a similar one. Students who have shown the potential to succeed in a nontraditional program, when given aptitude tests or interest surveys, should be counseled especially. The process in either case should (1) solidify student choices; (2) support student retention in the program; and (3) provide meaningful peer camaraderie.

During Enrollment

Counseling Support

While students are enrolled in nontraditional vocational education programs, special problems will develop. An opportunity for them to discuss their concerns should be provided. They should be allowed to speak candidly in a nonthreatening environment. The counselor's role is to assist the nontraditional student in making the best possible adjustment. Abandoning the course should be avoided, but should not be ruled out. Often the nontraditional student is not the cause of the problem; other students, as well as teachers, can be a source of conflict. For this reason, all students, before enrollment, should be shown the risks of nontraditional programs.

In-service for Teachers

Also, in-service should be provided for teachers to help them become more sensitive to the damaging effects of sex bias and sex-role stereotyping.

Supportive Materials

Throughout the course of study, nontraditional students should be provided with information, materials, and resources pertinent to their programs. They should receive particular support for their decisions to choose a nontraditional course. A library of films, filmstrips, periodicals, etc., is one method of educating students, as well as school personnel, about the advantages of providing equal education opportunities to all students.

After Completion of a Program

Pre-employment Counseling

During the period after students have completed the program of study and before becoming employed, a discussion of potential problems on the job should take place, and alternative solutions should be offered.

Role Models

One way to ready students for the job market is having nontraditional role models share their experiences as nontraditional workers.

Counseling Continued After Employment

Following employment, students can still benefit from having access to the school guidance and counseling office. There may be problems encountered on the job which the counselor can help the student confront. In the place of work, the nontraditional employee may experience difficulties not only in adapting to other employees, but also in other employees adapting to them. The counselor should be ready to assist students in the resolution of problems encountered during the initial phase of employment.

JOB DEVELOPMENT

Nontraditional Jobs

The primary goal of job development is to locate jobs that are available for students and, in the case of nontraditional students, to develop jobs that were not previously available.

Public Relations

Good Communication

In the job development process, the job placement coordinator must sometimes attempt to change employment attitudes and practices concerning potential nontraditional employees so that hiring restrictions can be modified. This can be accomplished through a variety of strategies, the most important of which is a relationship built upon good communication. Public relations efforts, therefore, are essential to establishing a bridge between the education and employment sectors.

Public Relations Program

A public relations program can include business and industry days, tours of businesses and industries, cooperative education programs, student resumé booklets, and a placement services brochure. Each of these can play a unique role in the good will process, and in addition, the overall image of vocational education can be enhanced.

Business and Industry Days

Business and industry days are a means by which the school can introduce nontraditional students to the business leaders in the community. For example, if business leaders are invited to student recognition activities, the achievements of nontraditional students can be highlighted. Or, business leaders could be taken on a tour of the vocational education facility. The tour guide could point out nontraditional students and provide some background concerning their education, academic performances, and work habits. The school's education program could also be explained.

Employer Tours of Education Facility

Introductions

While students are being introduced, they can ask the business and industry representatives about (1) the types of jobs available; (2) the entry-level skills required; (3) the work setting; and (4) the expectations of workers. The students can also ask questions based on their anxieties about the world of work.

Student Tours of Business and Industry

Tours of business and industry sites could be provided especially for nontraditional students. The selected industries should be willing to employ nontraditional workers. Conversations between nontraditional workers and visiting students would be very beneficial. It would also be valuable to introduce traditional workers to the nontraditional students. Interaction between those workers and the students may later contribute to a better work atmosphere if the students are employed there.

Cooperative Education

Cooperative education is a more structured approach to employee relations. Whether an on-the-job training or a work-experience agreement, it is very effective. The cooperative program can show the employer that, as a worker, the nontraditional student has the same potential as the traditional employee. Student performance determines whether the cooperative job will become a full-time job, and whether other students will be offered a chance to co-op. Research shows that students on cooperative education assignments have greater prospects for jobs with those businesses for whom they have worked on a cooperative basis.

Student Resumé Booklet— A Directory

The student resumé booklet, a directory, is another tool in the job development process. (See exhibits A and B.) The booklet should contain brief biographical sketches of nontraditional students and their programs of study. Thus, it presents a pool of qualified students who can fulfill particular job responsibilities. The booklet should be attractively prepared and should be sent to employers on a periodic basis. Its preface should suggest that job orders are being solicited. The booklet can also be an important contribution to the overall public relations program, especially to chambers of commerce and to boards of industrial development.

Placement Services Brochure

The job placement coordinator should prepare a placement services brochure to assist in job development. The purpose of this brochure is to publicize the services which the school district can provide to business and industry. These services could include the screening of job applicants to assure that they meet minimum requirements for specific job openings. The brochure should emphasize that the placement office can supply business and industry with a pool of qualified candidates. (See exhibit C.)

Supportive Materials

Information Files

In addition to a well-rounded and ongoing public relations program, an organized method of keeping pertinent information should be established by the job placement coordinator. Specific types of information should be kept on file to assure that appropriate decisions are made regarding referrals for placement. The system should include, but not be limited to, the following: employer profiles, descriptions of work settings, student profiles, and job order solicitation records.

Employer Profiles

Employer profiles can be made with the help of the local employment agency. Regular contacts with employers by the placement coordinator, in person or by phone, will supply additional facts. The profiles should contain specific requirements or preferences for qualifications of potential employees. Data could be collected concerning the types of jobs available, training required, salary, physical requirements, fringe benefits, working hours, and peak work periods when hiring is increased. The person to be contacted at each job site should be listed. Brochures

produced by business and industry are helpful if they present a valid picture of the employer. (See exhibit D.)

Work Settings

The work setting write-ups should contain as much information as possible on environmental factors. The quality of employee relations should be noted. If the business or industry has previously employed nontraditional workers, their adjustment problems or particular difficulties should be recorded. Health hazards which affect persons with special conditions are an important consideration. If such hazards are limited to certain areas, those areas should be identified.

Student Profiles

Good student profiles are essential. Much of this information can be obtained from student assessment forms, including interest inventories and personal interviews. The profile should contain academic records, leadership qualities, special abilities, attendance records, and physical limitations, including legally handicapping conditions. A standard resumé needs to be available in the file. Letters of recommendation should be labeled "confidential" if the student has agreed not to see them. Needs of the student concerning geographical location, community resources, type of work desired, and amount of pay expected must also be included. (See exhibit E.)

Job Order Solicitation

Records of job order solicitations complete the files. During the preparation of employer profiles, a thorough effort should have been made to identify every potential employer. The names of these businesses and industries will be vital in the job solicitation process. Using the list, the job placement coordinator contacts employment counselors and personnel managers, and presents student resumés for consideration. An alternate procedure allows the employer to initiate the contact by informing the coordinator of available job openings on a continual basis. If this procedure is established, the preparation of a placement services brochure would aid solicitation by answering the employer's question, "What's in it for me?" The effect of the personal relationships developed by the placement coordinator with business and industry cannot be underestimated. Exhibits F, G, and H are examples of forms that can be used in the preparation of job orders and job vacancies. Without these supportive materials, job placement is much more difficult.

JOB PLACEMENT

Coaching

Job placement is the goal of the coordinator's work with the nontraditional student. It may be necessary for the coordinator to coach many of the students in filling out a job application and in undergoing a job interview. In most programs, the job application and the interview are part of the curriculum, but it is the coordinator's responsibility to see that all applicants are prepared. This may mean that the student has to reenroll in that portion of the program.

Job Matching

Job Success

Negative Factors

Narrowing the Applicants

Former Graduates

When students are ready for employment, they should be individually considered for available jobs. Knowledge of these jobs could have come from teachers, newspaper want ads, employment services, relatives, or friends. The coordinator must match the jobs to the students, using the information which has been compiled. The coordinator attempts to determine in which job a particular student would be more likely to succeed. Once jobs are matched with students, work setting profiles should be checked for any factors that make placement unsuitable. The work setting profiles can also be used to select one or two applicants from a group of students who all match the job otherwise. Often the requests of employers for students must be filled by former graduates who are listed in the coordinator's files.

Arranging the Interview

Adjusting to the Employer's Schedule

Information provided on the employer profiles and on the job order forms serves a useful purpose in setting up contacts between potential employees and employers. Both of these forms have a place for the name of the person who should be contacted at the company. Before the company is contacted, the job placement coordinator should help the student list the times when he is available for interviews. The coordinator should next check with the employer to see when interviews are available. Some compromise may have to be made in the appointment for the interview, but it is usually the student who must adjust to the employer's schedule. Once the time is established, the next step is for the coordinator to again brief the

Briefing the Student

student on good interviewing techniques and especially on correct appearance for the interview. After the interview, the coordinator should follow up with both the employer and student.

Follow-up

Repeating the Cycle

When placements are made with employers, a follow-up will determine if successful job matches were accomplished. While the coordinator is making the follow-up on one student, other students are being counseled, jobs are being developed for yet other students, and job solicitation occurs simultaneously with follow-up. Exhibit I is a survey which can obtain such simultaneous information. An abbreviated version can be used for employers who frequently hire students from the same school. The sequence of activities in developing a job and placing a nontraditional student are continual. Once the procedure has been established and the cycle completed, the process is repeated and is improved by increased knowledge of industries and students.

Intuition

Diplomacy

Attempting Change

Judgment

Total Placement

Placement guidelines are a logical approach to assisting nontraditional students, but the coordinator's intuition about students and employers can also be a valuable resource. Nondiscrimination practices of the employers should be evaluated. Where there is an obvious history of discrimination against protected classes (minorities, women, handicapped, and disadvantaged), the counselor should use diplomacy in stressing the talents and abilities of the nontraditional student. Above all, the coordinator should show a desire to provide the employer with a qualified person for the job. The coordinator should not attempt to place nontraditional students in job situations where discrimination can be documented, or where no effort has been made to accommodate the nontraditional student. The coordinator must accept some responsibility for helping to change employer attitudes and misconceptions about employees whose sex is not traditional for the job. The coordinator should also realize that some nontraditional students are harder to place than others. But a sensible judgment about the amount of time to be spent on each student—nontraditional, traditional, hard- or easy-to-place—will help achieve total placement. . .the ultimate goal.

Appendix

RESUMÉ OF AGRI-BUSINESS STUDENTS*

SALINE KEEPLER

19; single; ADDRESS: Route 2, Sedalia, MO 65301; PHONE: (816) 826-4703. EDUCATION: A.S. in Agri-Business, SFCC, 1975; Smith-Cotton High School, Sedalia, 1973. EXPERIENCE: Presently, Consumer's Market, Sedalia; March 1974 to August 1974; Internship, Wilson's, Marshall, MO. JOB OBJECTIVE: Manager of grocery store.

LESLIE MYERS

27; married; ADDRESS: 416 East 6th, Sedalia, MO 65301; PHONE: (816) 827-2836. EDUCATION: A.S. in Agri-Business, SFCC, 1975. EXPERIENCE: 1974, W. B. Young Co., Marshall, MO; 1968-1972, Parkhurst Manufacturing Co., Sedalia. JOB OBJECTIVE: Agri-Business Management.

SARAH MILLS

19; single; ADDRESS: 1510 S. Moniteau, Sedalia, MO 65301; PHONE: (816) 826-5034. EDUCATION: A.S. in Agri-Business, SFCC, 1975; Smith-Cotton High School, Sedalia, MO, 1973. EXPERIENCE: March 1970 to present, MFA Farm Supply, Sedalia. JOB OBJECTIVE: Manager: Farm supply.

GINNY MARLOWE

20; single; ADDRESS: Route 1, Stockton, MO 65785; PHONE: (417) 276-5389. EDUCATION: A.S. in Agri-Business, SFCC, 1975. EXPERIENCE: 1974-75, Gibson Farms, Clarksburg, MO; January 1973 to August 1973, MFA Exchange, El Dorado Springs, MO. JOB OBJECTIVE: Farm supply or farm manager.

CHARLENE SLATER

19; single; ADDRESS: Route 1, Green Ridge, MO 65332. EDUCATION: A.S. in Agri-business, SFCC, 1975; Odessa, MO, 1973. EXPERIENCE: Reed Farms, Green Ridge, MO. JOB OBJECTIVE: Manager of beef-cow operation.

For references, contact the Vocational Center Placement Office: (803) 826-7100.

* The following forms have been adapted from the following source: Joyce Fielding and Marvin Fielding, *Conducting Job Development Programs* (July 1978). National Consortium on Competency-Based Staff Development in cooperation with the American Institute of Research. Supported by the United States Office of Education.

PROGRAM IN AGRI-BUSINESS

Year One

Agricultural Products
Agricultural Production
Plant Science
Business Math
Soils

Year Two

Animal Science
Business Communications
Agricultural Business Management
Employment Seminar
Bookkeeping

Year Three

Science Elective
Office Machines
General Merchandise
Agricultural Sales and Services

RESUMÉ OF SECRETARIAL SCIENCE STUDENTS*

LOUIE MAYS

18; single; ADDRESS: Box 190, Mauldin, SC 29108; PHONE: (803) 377-2592. EDUCATION: Certificate in Secretarial Science, Vocational Center, 1980; Greenville County R-1, Mauldin, SC, 1980. EXPERIENCE: 1980, Vocational Center, Secretarial Division; 1978-80, Smitty's Drive Inn, Greenville, SC, waitress. JOB OBJECTIVE: Legal secretary.

SHANTA LUGOFF

18; single; ADDRESS: Route 1, Warrensburg, SC 29093; PHONE: (803) 747-7284. EDUCATION: Certificate in Secretarial Science, Vocational Center, 1980; Warrensburg High School, 1979. EXPERIENCE: July 1979 to present, T.G.&Y., Warrensburg, SC, checker. JOB OBJECTIVE: Executive secretarial position.

JOHN LITZ

18; single; ADDRESS: 312 East Clay Street, Carrollton, SC 29633; PHONE: (803) 542-0234. EDUCATION: Certificate in Secretarial Science, Vocational Center, 1981; Carrollton High School, 1980. EXPERIENCE: October 1980 tc May 1981, Vocational Center, Business and Office Division, secretarial assistant; December 1979 to August 1980, Carrollton Newspapers, Inc., Teletypesetter and composer; September 1978 to May 1980, Carrollton High School, secretary to principal. JOB OBJECTIVE: Secretary.

LATOYA LYNDER

20; single; ADDRESS: Route 1, Sedalia, SC 29301; PHONE: (803) 668-4930. EDUCATION: Certificate in Secretarial Science, Vocational Center, 1981; Benton County R-1 High School, Cole Camp, MO, 1980. EXPERIENCE: 1978-1979, Chester County R-1 High School, secretarial assistant. JOB OBJECTIVE: Secretary.

DONNEL SUBER

18; single; ADDRESS: Heritage Village, 94 Greensboro Road, Saluda, SC 29301; PHONE: (803) 827-2591. EDUCATION: Certificate in Secretarial Science, Vocational Center, 1981; Tipton High School, Tipton, SC, 1980. EXPERIENCE: Summer 1980, Ralston Purina, Jasper, SC. JOB OBJECTIVE: Stenographer, typist, or clerical position.

For references, contact the Vocational Center Placement Office: (803) 826-7100.

PROGRAM IN SECRETARIAL SCIENCE

Year One

Typing I
Shorthand I
Business Math
Basic Writing Skills with Reading Lab or English Composition I

Year Two

Shorthand II
Typing II
Office Machines
Filing and Records Management

Year Three

Business Communications
Accounting
Data Processing Systems
Business Law

Sample

EMPLOYER:

FOR MORE INFORMATION ON:

"A FREE PLACEMENT SERVICE TO NONTRADITIONAL GRADUATES AND INDUSTRY"

* Training Programs
* Trainees Available
* A Visit by a Placement Specialist
* Location of Prospective Employees

CONTACT:

SAVE TIME - SAVE MONEY

HAVE ACCESS TO A

LARGE LABOR SUPPLY

Mary Doe
Coordinator
Cooperative Job Placement Service
_____ Vocational Center
1900 Clarendon Road
Hampton, South Carolina
(803) 826-7100

Or

Placement Office

TAKE ADVANTAGE OF OUR FREE

PLACEMENT SERVICE

SELECTING QUALIFIED EMPLOYEES FOR EACH JOB

Exhibit C

TRAINED NONTRADITIONAL HIGH SCHOOL VOCATIONAL-TECHNICAL GRADUATES

NONTRADITIONAL GRADUATES TRAINED IN THE FOLLOWING AREAS:

* Accounting
* Agri-Business
Air Conditioning, Heating & Refrigeration
Auto Body & Fender
Auto Mechanics & Technology
* Building Materials & Trades
* Business & Office
* Child Care Service
* Commercial Art
* Cosmetology
* Data Processing Programming
* Drafting Technology
* Electronics & Electricity
* Graphic Arts
* Health Occupations
* Hotel-Motel-Restaurant
* Marketing - Distributive Education
* Nursing & Health Related
* Secretarial & Clerical
* Vocational Drafting
* Welding

SERVICES TO EMPLOYERS AND TRAINEES

1. Matching of trainee skills to job requirements.
2. Job Orders - Openings handled by trained placement personnel.
3. All openings kept confidential.
4. Job information available only to individuals specifically trained for the job.
6. Instant information on employees available.
7. Complete data on prospective employees.
8. Follow-up of placed trainees to determine their acceptance by employers.
9. No obligation - no cost.
10. Placement Specialists will personally visit firm to discuss training programs and employees available.
11. Information on school's educational training program.

SUPPORTING COMMUNITY GROUPS INCLUDE:

Kiwanis Club
Parent Teacher Association
Local Vocational Advisory Committee
Local School Board
The Rotary Club
NAACP

We Are In Business To Serve You...

Exhibit D

Sample

EMPLOYER PROFILE

(1) Company Name _____

(2) Address _____
(Street) (City) (State) (Zip)

(3) Person to Contact _____ (4) Telephone _____
(Include Area Code)

(5) Type of Business _____

(6) Number of Employees

1-5 ____
5-19 ____
20-50 ____
51-100 ____
Over 100 ____

(7) Type of Employees Hired

Full-time ____
Part-time ____
Summer ____
Occupational Experience ____
High School ____
1 or 2 Years College ____

(8) Location

Single ____
Multiple ____
How Many ____

(9) Major Hiring

1st Qtr. ____
2nd Qtr. ____
3rd Qtr. ____
4th Qtr. ____
As Needed ____

Under (10) below please check training program areas utilized by your firm:

Under (11) below please indicate estimated number of job openings in the coming year:

(10)	(11)		(10)	(11)	
☐	____	Accounting	☐	____	Data Processing Programming
☐	____	Agri-Business	☐	____	Drafting Technology
☐	____	Air Conditioning, Heating & Refrigeration	☐	____	Diesel Mechanics
☐	____	Appliance and Office Equipment Repair	☐	____	Electronics & Electricity
☐	____	Auto Body & Fender Repair	☐	____	Food Service
☐	____	Auto Mechanics & Technology	☐	____	Graphic Arts
☐	____	Building Materials & Trades	☐	____	Health Occupations
☐	____	Business Mid-Management	☐	____	Hotel-Motel-Restaurant Occupations
☐	____	Business & Office	☐	____	Key Punch
☐	____	Child Care Service	☐	____	Marketing - Distributive Education
☐	____	Commercial Art	☐	____	Machine Tool Technology
☐	____	Commercial Building Care (Janitorial)	☐	____	Nursing & Health Related
☐	____	Commercial & Industrial Sewing	☐	____	Secretarial & Clerical
☐	____	Cosmetology	☐	____	Vocational Drafting
			☐	____	Welding

(12) I would like the following:

☐ Personal visit from the Placement Coordinator
☐ More information on training programs checked
☐ To interview trainees for current or future job openings
☐ No current employment needs
☐ Other (state briefly) _____

(Please fold, staple, and return. Postage is prepaid.)

Exhibit E

STUDENT PROFILE

1. Name _____
   Last First Middle
2. Home Address _____
   Street City State Zip
3. Telephone Number _____ 4. Social Security No. _____
5. Vocational Program Area _____ I will graduate _____
   Month and Year
6. After I graduate my plans are: ____ Work full-time ____ Continue education
   ____ Military ____ Other (specify) _____
7. Job Objective: _____
   ____ Not planning to work ____ Undecided
8. Date available for employment: _____
9. Extra-curricular activities: _____
   _____
10. Work History (start with most recent employment)
    (1) Employer _____ Telephone Number _____
    Address _____
    Street City State Zip
    Job Title _____ Length of Employment _____
    (2) Employer _____ Telephone Number _____
    Address _____
    Street City State Zip
    Job Title _____ Length of Employment _____
11. Are references available? ____ Yes ____ No
12. Are you willing to relocate? ____ Yes ____ No
13. Do you have transportation? ____ Yes ____ No

(Optional Information - Requested only for purposes of accomplishing or keeping record of affirmative action progress.

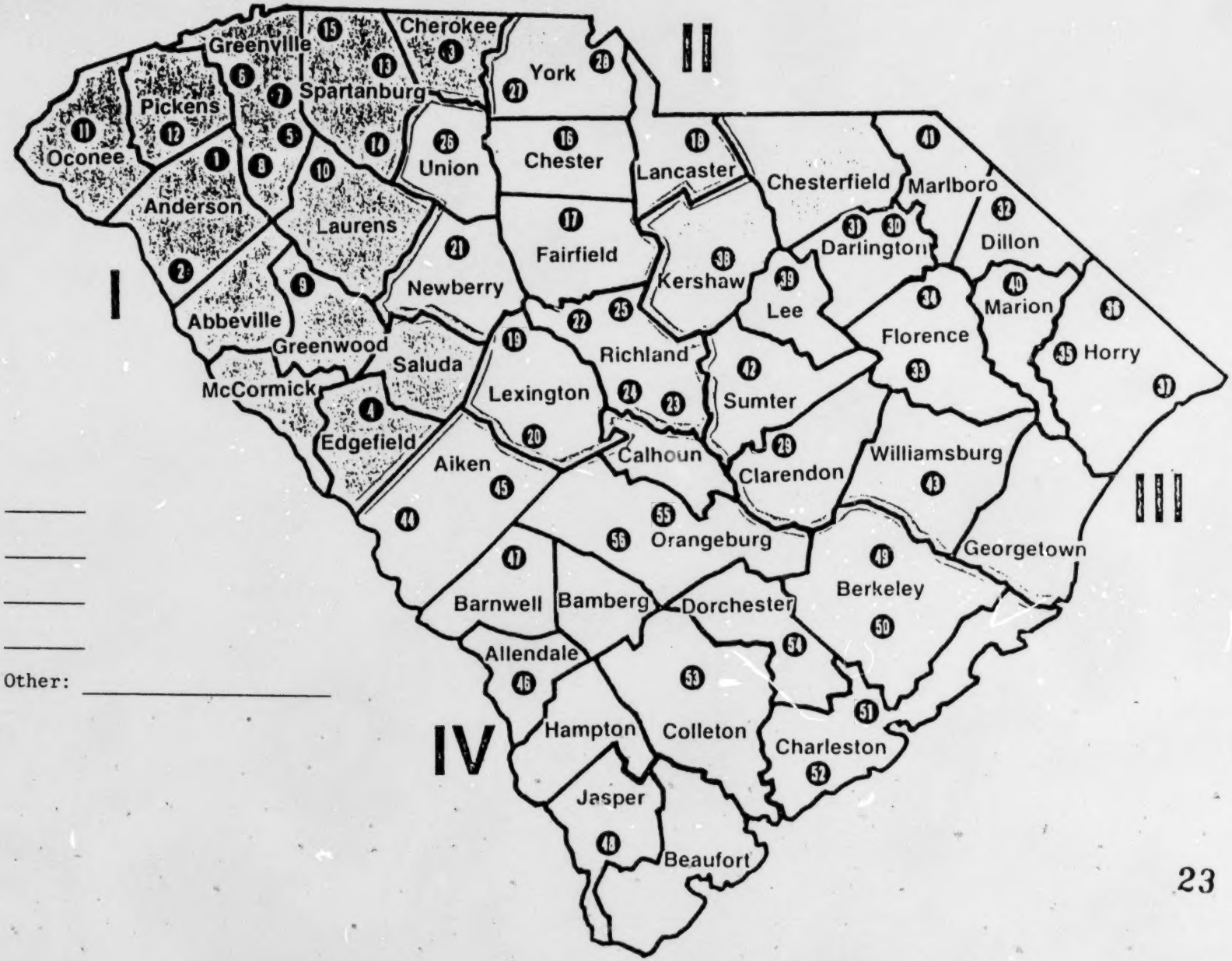
Date of Birth _____ Height _____ Weight _____

Sex: ____ Male ____ Female

Marital Status: ____ Single ____ Married ____ If marriage is anticipated in near future, list married name: _____

Race: ____ Caucasian ____ Indian ____ Afro-American
____ Oriental ____ Other (specify) _____

14. Indicate area where you will not be willing to locate or relocate. (See map below.) List as many numbers as you wish to in identifying where you would not be willing to work.



a. _____

b. _____

c. _____

d. _____

e. Other: _____

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Exhibit F

JOB ORDER FORM

(For Office Use Only)

REFERRALS

Name	Date	Results

This information is CONFIDENTIAL

(1) JOB OPENING # _____ (2) HOLD UNTIL _____ (3) DATE _____

(4) FIRM NAME _____

(5) ADDRESS _____
Street City State Zip

(6) TELEPHONE NUMBER _____

(7) TITLE OF JOB(S): _____

_____ NUMBER OF VACANCIES _____

(8) DATE NEEDED _____ CLOSING DATE _____

(9) THIS JOB IS: ☐ Full-time ☐ Part-time ☐ Summer ☐ Occupational Exp.

(10) JOB REQUIREMENTS (age, physical, experience, education, skills, abilities)

_____

_____

(11) SUMMARY OF JOB DUTIES (work performed, equipment operated, working conditions, hours)

_____

_____

_____

(12) SALARY RANGE _____

(13) FRINGE BENEFITS _____

(14) APPLICANT SHOULD CONTACT _____

(15) COMMENTS _____

_____

_____

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(To be sent out to employers)

J O B O R D E R *

COMPANY _____

ADDRESS _____ ZIP _____

PHONE _____ CONTACT M _____ TITLE _____

JOB TITLE _____ NO. _____ MALE _____ FEMALE _____

STARTING RATE $ _____ HOURS _____

DUTIES _____

_____

_____

EDUCATIONAL REQUIREMENTS _____

_____

SPECIAL PHYSICAL REQUIREMENTS _____

COMPANY BENEFITS	YES	NO	REFERRALS
Blue Cross	___	___	_____
Pension Plan	___	___	_____
Vacation Policy	___	___	_____
Other	___	___	_____
Co. Literature	___	___	_____

* Job Development Service

_____ Vocational Center
Saley, South Carolina 24694

JOB OPENING # _____ Exhibit H

DATE _____

JOB VACANCY FORM

Counselor
Statewide Job Placement Program
Name of School
City and State
816-826-7100

Note: All information is confidential and is not to be divulged to anyone other than an interested trainee or official of an institution involved in the Placement Program.

FIRM NAME _____

ADDRESS _____
Street City State Zip

TELEPHONE NUMBER (Include Area Code) _____

TO WHOM WOULD THE PROSPECTIVE EMPLOYEE BE REFERRED? (Name and Title)

_____

TITLE OF JOB AVAILABLE _____

NUMBER OF VACANCIES _____ DATE NEEDED _____

PART-TIME OR FULL-TIME _____

CLOSING DATE FOR JOB OPENING(S) _____

SPECIFICATIONS (Age, Height, Weight, Experience, Education, Etc.) _____

_____

_____

_____

PERFORMANCE REQUIRED OR DESIRED (Skills needed to perform assigned duties) _____

_____

_____

_____

SALARY _____ OTHER BENEFITS _____
(Range -- Beginning)

_____

OTHER INFORMATION _____

_____

_____

Exhibit I

INDUSTRY SURVEY

DATE: _____

TO: _____
(Name of Firm) (Address) (Phone)

_____
(Representative) (Title)

FROM: Mary Doe, Coordinator
Job Placement
(803) 826-7100, Ext. 70

VOCATIONAL CENTER
Hampton, South Carolina 29301

YES	NO		
___	___	1.	Has the FREE Placement Service been of value to you in the past, locating or hiring a prospective employee?
___	___	2.	Would you like to receive periodic information on trained individuals who are available for employment?
___	___	3.	Has your firm in the past listed openings with our Placement Office? (If not, please skip to question #6.)
___	___	4. a.	Were there openings in your firm in 1980-81 for persons with training in a vocational field? (Refer to areas on opposite page.)
___	___	b.	Were the openings filled?
___	___	c.	Were they filled by the Placement Service?
___	___	d.	Were they filled by other sources? (If so, please specify other source: _____.)
___	___	5. a.	Have you, in the last five years, requested an interview with a trained graduate of our program?
___	___	b.	Have you interviewed a graduate?
___	___	c.	Have you offered a job to a graduate?
___	___	d.	Have you ever hired a trained vocational graduate from our program? If so, how many? _____
___	___	e.	Is the person now in your employ?
		f.	If your firm hired a graduate(s), how well are you pleased with their performance? (List number in each rating if more than one.)

___ Well pleased ___ Passable ___ Unsatisfactory

g. If performance was unsatisfactory, what do you feel the reasons are for this?

___ Inadequate training
___ Lack of initiative
___ Immature
___ Homesick
___ Lack of interest in job
___ Poor worker
___ Selected wrong job
___ Other (specify)

_____

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YES NO

___ ___ 6. Do you anticipate any job openings before September 1981 which could be filled by a graduate of one of our vocational areas? If so, please list:

Job Title	When Employee Will Be Needed
_____	_____
_____	_____
_____	_____

___ ___ 7. Would you like me to call you concerning applicants we have or will have available for employment?

___ ___ 8. Would you like me to visit your office to discuss your employment needs and applicants who could fill these needs?

___ ___ 9. Would your firm be interested in hiring a student for occupational training? Times of occupational training offered by cooperating schools:

_____ (inclusive dates)

_____ (inclusive dates)

_____ Alternating 9-week periods throughout the year

10. The following FREE information and services are available to industry for (year). Please check the ones you would like to receive:

___ ___ a. Resume book containing brief resumes of each graduate.

___ ___ b. Resume brief of students available in each occupational area.

___ ___ c. Brochure explaining the training program.

11. How many employees are employed by your firm? _____

___ ___ 12. Would a representative from your firm be willing to serve on an Advisory Committee or meet with the Placement Coordinator to help update the training programs in (place) to more nearly meet the needs of your industry?

13. Please use this space for any comments you would like to make or any details of possible employment needs.

NOTE: We will have some good graduates available in most all occupational areas as of _____. We will have graduates available in all occupational areas in _____. We have trained graduates available for jobs such as sales; service; diesel mechanics; farm equipment parts and sales; farm supplies and sales; assistant working farm managers in livestock and grain; feedlot employees, fertilizers, seeds, feeds; livestock purchases; greenhouse, landscaping, turf and nursery operation; and other occupational areas.

CALL US ---------- WE ---------- CAN ---------- HELP.

PLEASE RETURN THIS SURVEY IN THE ENCLOSED POSTAGE-PAID ENVELOPE. THANK YOU.